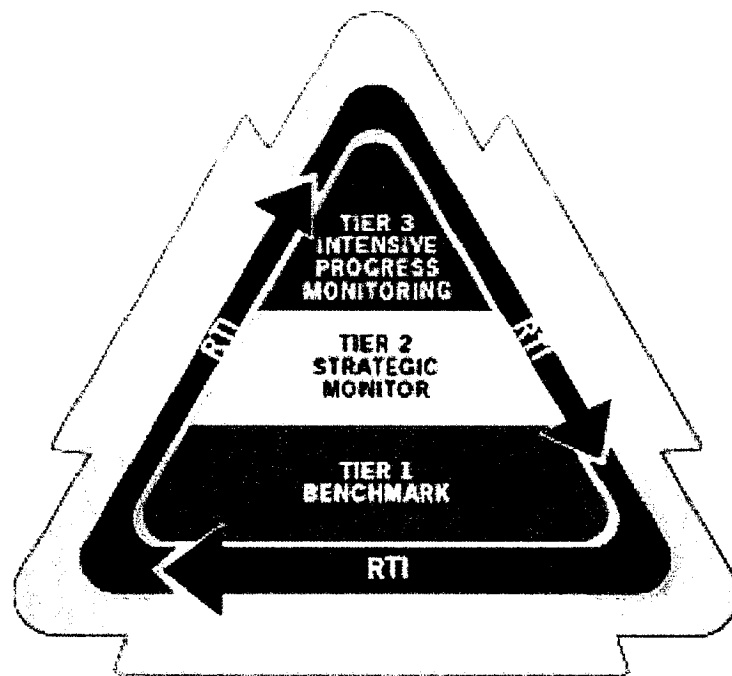


# Aimsweb Progress Monitoring in Math

## Guide Book



Supplemental and Intensive Levels

# Math Progress Monitoring with Aimsweb

Special Education Edition

## 1. BENCHMARK Assessment (M-COMP and M-CAP)

- ALL students are benchmarked 3 x's a year in the general ed. class
  - 1<sup>st</sup>– 3<sup>rd</sup> grades use M-COMP
  - 4<sup>th</sup> – 6<sup>th</sup> grades use M-COMP & M-CAP
- The Benchmark test is a *Grade Level* assessment
- If the student scores below the 25<sup>th</sup>ile (see Appendix A for M-COMP Norm Table, Appendix B for M-CAP Norm Table), then conduct a Survey Level Assessment (SLA) to find the student's *Instructional Level*.
  - Survey Level Assessment
    - Give the student a M-COMP from a previous grade level.
    - Score the assessment.
    - If student scores below the 25<sup>th</sup>ile for that grade level, go down another grade level.
    - If student scores above the 25<sup>th</sup>ile for that grade level, that would be their *Instructional Level*.
- Set up a Progress Monitoring schedule on Aimsweb (see Appendix C)
- Begin Progress Monitoring on the student's *Instructional Level*
  - M-COMP = 2x's a month
  - M-CAP = 1 x a quarter

## 2. Sub-skill Assessment (addition, subtraction, multiplication, division)

- Look at the student's M-COMP benchmark test to determine gaps in the student's computational fluency
- Choose the sub-skill that best matches the student's needs:
  - Addition
  - Subtraction
  - Addition/Subtraction
  - Multiplication
  - Division
  - Multiplication/Division
    - If a student has multiple needs, choose the sub-skill that is lowest on the continuum of skills to begin with.
- Set up a Progress Monitoring schedule on Aimsweb (see Appendix C & D)
- Begin Progress Monitoring on the student's sub-skill
  - Sub-skill = 1 x a week

## 3. Using Aimsweb to determine intervention

- Focus Math options (see Appendix E)
- SuccessNet options (see Appendix E)



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**Report Options** (Expand)

☐ At or above the 25th%ile = Instructional Level

☐ At or above the 75th%ile = Independent Level

**FILTER:**

**AIMSweb® Growth Table compared to Canyons School District**  
**Math Computation**

Grade	%ile	Fall		Winter		Spring		ROI
		Num	pts	Num	pts	Num	pts	
1	90		25		42		47	0.6
	75		15		35		43	0.8
	50		8		25		36	0.8
	25	90761	4	132545	16	39516	26	0.6
	10		1		9		16	0.4
	Mean		11		25		34	
	StdDev		10		12		12	
2	90		33		44		50	0.5
	75		25		39		46	0.6
	50		16		32		39	0.6
	25	145580	10	163410	23	43936	31	0.6
	10		6		14		21	0.4
	Mean		18		30		37	
	StdDev		10		11		11	
3	90		45		62		67	0.6
	75		33		53		63	0.8
	50		22		41		53	0.9
	25	143875	14	159785	28	40042	37	0.6
	10		8		19		24	0.4
	Mean		25		40		49	
	StdDev		14		16		17	
4	90		48		64		70	0.6
	75		35		54		65	0.8
	50		24		43		54	0.8
	25	144031	16	159872	31	38662	40	0.7
	10		10		21		26	0.4
	Mean		27		42		51	
	StdDev		15		16		17	
5	90		32		44		57	0.7
	75		21		32		43	0.6
	50		13		21		29	0.4
	25	140644	8	151575	12	36862	18	0.3
	10		5		7		10	0.1
	Mean		16		23		31	
	StdDev		12		15		17	
6	90		38		47		54	0.4
	75		28		36		42	0.4
	50		18		25		29	0.3
	25	96243	11	103517	17	21381	19	0.2
	10		6		10		11	0.1
	Mean		20		27		31	
	StdDev		13		14		16	

Num = Number of Students pts = Points ROI = Rate Of Improvement  
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks)  
Numbers are (/ Canyons School District)  
Sorry, there is no data for Canyons School District



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**Report Options** (Expand) ☐ At or above the 25th%ile = Instructional Level

☐ At or above the 75th%ile = Independent Level

**FILTER:**

**AIMSweb® Growth Table compared to Canyons School District**  
Mathematics Concepts and Applications

Grade	%ile	Fall		Winter		Spring		ROI
		Num	TS	Num	TS	Num	TS	
2	90		16		29		35	0.5
	75		10		22		28	0.5
	50		6		15		20	0.4
	25	96857	3	116845	10	110910	13	0.3
	10		2		6		8	0.2
	Mean		8		17		21	
	StdDev		6		9		10	
3	90		13		19		26	0.4
	75		9		14		20	0.3
	50		6		10		14	0.2
	25	94835	4	114627	6	108834	10	0.2
	10		2		4		7	0.1
	Mean		7		11		16	
	StdDev		5		6		8	
4	90		21		26		31	0.3
	75		16		20		24	0.2
	50		12		15		17	0.1
	25	98948	8	117210	11	109194	12	0.1
	10		6		8		9	0.1
	Mean		13		16		19	
	StdDev		7		8		9	
5	90		15		19		21	0.2
	75		10		14		15	0.1
	50		7		10		10	0.1
	25	94956	5	111262	7	103984	6	0.0
	10		3		5		4	0.0
	Mean		9		11		12	
	StdDev		5		6		7	
6	90		24		29		33	0.3
	75		17		22		25	0.2
	50		12		15		17	0.1
	25	62721	8	78843	11	73097	12	0.1
	10		5		7		8	0.1
	Mean		13		17		19	
	StdDev		8		9		10	

Num = Number of Students TS = Points ROI = Rate Of Improvement  
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks)  
Numbers are ( / Canyons School District )  
Sorry, there is no data for Canyons School District

Progress Monitoring with Aimsweb  
Special Education Edition  
APPENDIX C

### How do I setup Progress Monitoring schedules?

1. Log into a Progress Monitor AIMSweb account.
2. Click the Progress Monitor tab.
3. Click Manage Students.
4. Click the Checkboxes next to the students you will progress monitor.
5. Click Add PM on the bottom of the Student List.
6. Click OK to use the Schedule wizard.
7. Click the Checkbox(es) of the measure you will be using.
  - ☐ Mathematics - **Mathematics Concepts and Applications (M-CAP)**
  - ☒ Mathematics - **Math Computation (M-COMP)**
  - ☐ Mathematics - **Basic Addition Facts (ADD)**
8. Click the Next button.
9. Fill out the Duration and Frequency form.
10. Click Save.

Note: The *Student*, *Measure* and *Schedule* columns are filled with the data you have selected.

<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
<input type="checkbox"/>	Graish, Tabitha (3)	R-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed	46/5 (06/29/2005)	10/08/2006 Mon	State 2 05 WAC	Insufficient Studies
<input type="checkbox"/>	Haad, Madison (5)	R-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed			Enter	Enter SLA, Baseline and Goal Scores
<input type="checkbox"/>	Haad, Madison (5)	MAZE	03/20/2006 thru 09/20/2007 every 2 weeks on Wed			Enter	Enter SLA, Baseline and Goal Scores
<input type="checkbox"/>	Haad, Madison (5)	M-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Howard, Emily (5)	R-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Howard, Emily (5)	MAZE	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Howard, Emily (5)	M-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Reeds, Jared (5)	R-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Reeds, Jared (5)	MAZE	03/20/2006 thru 09/20/2007 every 2 weeks on Wed				Baseline and Scores
<input type="checkbox"/>	Reeds, Jared (5)	M-CBM	03/20/2006 thru 09/20/2007 every 2 weeks on Wed			Enter	Enter SLA, Baseline and Goal Scores
<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report

Note: Use the Student and Measure column headings to arrange the Progress Monitor schedule list alphabetically by student or assessed measure.

11. Click either the *Enter* link under the Goal column or the *Enter SLA Baseline and Goal Scores* link under the *Progress Report* column of the Progress Monitor Table to open the *Baseline and Goal Scores* window.

Progress Monitoring with Aimsweb  
Special Education Edition  
APPENDIX C

This window is broken into three parts: *Survey Level Assessment (SLA) Scores* to the left and *Initial Performance Scores* and *Goal Criterion for Success Scores* to the right.

**Enter SLA, Initial Performance, and Goal Scores**

Piper Riddle (Grade 6)  
Math Computation

Directions: Assess the student using randomly selected passages from each grade level. Enter the score for each grade level assessed.

Survey Level Assessment Scores	
Grade	Points
Grade 12	
Grade 11	
Grade 10	
Grade 9	
Grade 8	
Grade 7	
Grade 6	
Grade 5	
Grade 4	
Grade 3	
Grade 2	
Grade 1	

**Initial Performance Scores**

Assessment Grade Level: 6

Initial Points:

Initial Probe: None

Initial Program Label:

Initial Program Description:

**Goal Criterion for Success Scores**

Goal Points:

Save Cancel

Save & Graph

NOTE: all fields in Red are required.

12. Once SLA scores are obtained, enter them into the text fields provided.

13. Click the Save and Graph button to view the SLA chart. You can use this chart to help make determinations about the student's current performance or appropriate assessment levels.

14. When an assessment level is selected, enter an assessment grade level and an initial score in the Initial Performance Scores section.

15. Select an assessment grade, from the Assessment Grade Level drop-down menu. If the selected grade has a corresponding SLA score, you will be asked if you would like to use the SLA score as the initial score. Otherwise, type the student's first score at the selected grade level into the Initial Score text field.

16. Optional data entry items under the Initial Performance Scores segment are:

- Initial Errors - used to track the student's error rate and accuracy.
- Initial Probe - used to track which probe was used for the assessment. This will help to avoid repetition of probes.
- Initial Program Label - used to mark a short note on the student's Progress Monitor chart.
- Initial Program Description - used to describe more in-depth the student's current program.
- Enter the *Goal Corrects* and the *Goal Errors* under the Goal Criterion for Success Scores portion of the window. These are the scores the student will aspire to reach on the last day of the assessment schedule, or the Goal End Date.

Progress Monitoring with Aimsweb  
Special Education Edition  
APPENDIX C

17. Click the Save button to save the data and return to the Progress Monitor Caseload home page.

Upon saving the initial and goal data, all other columns of the progress monitor table are filled.

These columns are:

- Last Score - displays the date and score of the last assessment.
- Next Score - displays the next date the student is scheduled to be assessed.
- Goal - displays the assessment level and the goal correct score.
- Progress Report - displays a brief summary of the student's performance throughout the assessment.

These columns are dynamic. As more scores are entered in the future, the information displayed under each column heading will change appropriately.

**Where can I find the progress monitor probes?**

1. Log into a Progress Monitor account
2. Click the Download tab
3. Click the Progress Monitor tab on the left side.

**Is it possible to search for progress monitoring cases across schools or districts?**

1. Log into your account.
2. Click the Progress Monitor tab (blue).
3. Click the Schedules side tab.
4. Select the User Type from the drop down or select All to broaden your search.
5. Click Search. A list will appear with all of the caseloads matching your criteria.
6. Click Go to Caseload for the user you wish to view.

**How do I transfer a progress monitor case?**

1. Login as the PM teacher who owns the case.
2. Click the Progress Monitor (blue) tab.
3. Checkmark the case to transferred.
4. Click the Transfer Schedule button.
5. Choose the receiving teacher from the dropdown.

**What do I do when a student has completed their progress monitoring?**

Schedules can be organized into two categories: Active and Filed. Active schedules are ongoing.

Completed schedules can be filed. This separates them from the active list, and sorts the schedules by schedule date. For example, 2006 Filed, 2005 Filed, and so on.

- **To file a schedule:**

Progress Monitoring with Aimsweb  
Special Education Edition  
APPENDIX C

1. Login to your Progress Monitor account.
2. Click the Progress Monitor tab.
3. Check the box next the student's name.
4. Click File at the bottom of the page.

To view filed schedules, locate the *Showing Active Schedules* drop-down menu in the upper right of the screen and select the desired timeframe.

**How should I set goals in Progress Monitoring?**

Progress Monitor goals are largely dependent on each student's unique situation. However, we recommend using the 75<sup>th</sup>ile for that grade level probe as place to begin.

Some users base goals on realistic or ambitious rates of improvement using normative growth rates and use this formula: Initial Score + (Expected **\*Rate of Improvement** x Number of Weeks).

*\*ROI can be found on Norm Tables in Appendix A & B*



**Criteria for Determining Student Levels for Progress Monitoring**  
*using the SubSkill probes in Aimsweb Progress Monitoring with a 2 minute timing*

<b>GRADE LEVEL</b>	<b>CORRECT DIGITS (Frustrational Range)</b>	<b>CORRECT DIGITS (Instructional Range)</b>	<b>CORRECT DIGITS (Independent Range) Mastery</b>
1-3	0-13	14-31	32+
4+	0-23	24-49	50+

**Skills typically assessed at each grade:**

Grade 1: Addition, subtraction

Grade 2: Addition, subtraction

Grade 3: Addition, subtraction,  
multiplication, division

Grade 4 & up: Multiplication, division

All Grades: Mixed-math skills

Level of materials for progress monitoring  
is the same as the student's instructional  
level

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## **M-CAP Item Analysis**

# **Intervention & Instructional Recommendations** from **SuccessNet and FocusMath**

M-CAP grade levels 2<sup>nd</sup> – 6<sup>th</sup>

**Student Instructional Planning Report**  
**Mathematics Concepts and Applications (M-CAP)**

<b>Student:</b> Porter Riddle <b>M-CAP Spring Score:</b> 0 (points earned) <b>Percentile Rank:</b> <b>National Aggregate Norms:</b> 1 <b>Evidence-Based Learning Norms:</b> Less Than 1 <b>Recommended enVisionMATH Instructional Level:</b> Intervention	<b>Spring</b> 2010-2011 <b>Teacher:</b> Piper Riddle <b>Grade:</b> 2 <b>School:</b> Evidence-Based Learning <b>District:</b> Canyons School District
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☐ Relative Strength\* 
 ☒ Relative Weakness\*\*

Item #	Skill Assessed	Performance	Accuracy (% correct of attempted)	Pearson Instructional Resources Instructional resources available for related skill		
				enVisionMATH *For each lesson, see Teacher's Edition, Lesson Part 4: Close/Assess and Differentiate		focusMATH
				Corresponding Lesson	Related Lesson	Intensive Intervention Lesson
Number and Operations						
2	Compare numbers	Incorrect	0%	17-8	17-6	Gr 2 Bk A,Steps 3-6 and 3-7
4	Solve problems involving joining	Incorrect		1-2	1-1	Gr 2 Bk B,Step 1-1
5	Add three numbers	Incorrect		2-5	2-4	Gr 2 Bk B,Step 1-9
7	Decide to add or subtract to solve problems	Incorrect		1-7	1-3	Gr 1 Bk A,Step 5-7
9	Count by threes	Incorrect		6-5	4-8	
10	Solve problems involving separating	Incorrect		1-4	1-3	Gr 2 Bk B,Step 2-1
12	Compare numbers	Incorrect		17-6	4-4	Gr 2 Bk A,Step 3-6
14	Use ordinal numbers	Incorrect		Grade 1: 10-7		Gr K Step 1-7
15	Decide to add or subtract to solve problems	Incorrect		1-7	1-1	Gr 1 Bk A,Step 5-7
17	Find fractions of a set	Incorrect		12-5		
18	Identify place value	Incorrect		17-2		Gr 2 Bk A,Step 3-2
20	Compare numbers	Incorrect		17-6	4-4	Gr 2 Bk A,Step 3-6
21	Use ordinal numbers	Incorrect		Grade 1: 10-7		Gr K Step 1-7
22	Identify place value	Incorrect		17-2		Gr 2 Bk A,Step 3-2
23	Solve problems involving comparing	Incorrect		1-5	1-3	Gr 2 Bk B,Step 2-2
24	Write the standard form of a number	Incorrect		17-3	17-2	Gr 2 Bk A,Step 3-2
25	Subtract two-digit numbers	Incorrect		9-5	9-4	Gr 2 Bk B,Step 5-3
27	Solve problems involving sharing	Incorrect		20-1		
28	Find fractions of a set	Incorrect		12-5		
29	Add multiples of 100 to a number	Incorrect		17-4	17-1	
Algebra						
8	Count by twos	Incorrect	0%	6-5	4-8	Gr 2 Bk A,Step 2-5
Geometry						
16	Identify plane shapes	Incorrect	0%	11-3		
Measurement						
1	Measure length in inches	Incorrect	0%	13-4	13-3	Gr 2 Bk C,Step 3-2
3	Measure height in inches	Incorrect		13-4	13-3	Gr 2 Bk C,Step 3-2
11	Count money	Incorrect		5-1		
13	Tell time	Incorrect		15-1		
19	Count money	Incorrect		5-5	5-1	
26	Tell time	Incorrect		15-1		
Data Analysis and Probability						
6	Interpret data from a bar graph	Incorrect	0%	16-7	16-3	

Correct, incorrect and skipped items are considered attempted.

\*Solved more items correctly in this domain than would be expected for a student with the same total score.

\*\*Solved fewer items correctly in this domain than would be expected of a student with the same total score.

**Student Instructional Planning Report**  
**Mathematics Concepts and Applications (M-CAP)**

Student: Eden Steffie M-CAP Spring Score: 0 (points earned) <u>Percentile Rank:</u> National Aggregate Norms: 1 Evidence-Based Learning Norms: Less Than 1 <b>Recommended enVisionMATH Instructional Level: Intervention</b>	Spring 2010-2011 Teacher: Piper Riddle Grade: 3 School: Evidence-Based Learning District: Canyons School District
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☐ Relative Strength\*      Relative Weakness\*\*

Item #	Skill Assessed	Performance	Accuracy (% correct of attempted)	Pearson Instructional Resources Instructional resources available for related skill		
				enVisionMATH *For each lesson, see Teacher's Edition, Lesson Part 4: Close/Assess and Differentiate		focusMATH
				Corresponding Lesson	Related Lesson	Intensive Intervention Lessons
Number and Operations						
2	Write fractions	Incorrect	0%	12-2	12-1	Gr 3 Bk B, Step 3-2
4	Identify the parts of a region	Incorrect		12-2		Gr 3 Bk B, Step 3-1
6	Identify place value	Incorrect		1-1		
9	Subtract two-digit numbers	Incorrect		4-2	4-1	
10	Identify place value	Incorrect		1-2	1-1	
15	Compare numbers	Incorrect		1-5		
17	Solve multiple-step problems	Incorrect		6-7		
20	Write the standard form of a number	Incorrect		1-1		
22	Write the standard form of a number	Incorrect		1-2	1-1	
24	Identify the parts of a region	Incorrect		12-2		Gr 3 Bk B, Steps 3-1 and 3-2
25	Use 12 as a factor	Incorrect		6-5	5-1	
26	Round whole numbers	Incorrect		2-4		
28	Round whole numbers	Incorrect		2-4		
29	Estimate products	Incorrect		18-2		
Algebra						
3	Find a numeric pattern	Incorrect	0%	9-2		
Geometry						
7	Identify lines of symmetry and types of angles	Incorrect	0%	10-4, 11-2		Gr 3 Bk C, Steps 1-3 and 3-4
12	Identify height of a triangle	Incorrect				
19	Identify polygons	Incorrect		10-5		Gr 3 Bk C, Step 2-7
27	Recognize acute, right, and obtuse angles	Incorrect		10-4		Gr 3 Bk C, Step 1-3
Measurement						
1	Measure length in centimeters	Incorrect	0%	15-1	14-1	
5	Count money	Incorrect		1-7		
11	Read a thermometer	Incorrect		17-5		
13	Find elapsed time	Incorrect		17-4		
18	Find the perimeter of a polygon	Incorrect		16-1		
21	Find the area of a region	Incorrect		16-5		
23	Read a calendar	Incorrect		Grade 2: 15-4		
Data Analysis and Probability						
8	Interpret data in a table	Incorrect	0%	20-9	4-2	
14	Find the likelihood of an event	Incorrect		20-6		
16	Interpret data from a bar graph	Incorrect		20-2		

Correct, incorrect and skipped items are considered attempted.

\*Solved more items correctly in this domain than would be expected for a student with the same total score.

\*\*Solved fewer items correctly in this domain than would be expected of a student with the same total score.

**Student Instructional Planning Report**  
**Mathematics Concepts and Applications (M-CAP)**

Student: Jill Baillie      Spring 2010-2011  
 M-CAP Spring Score: 0 (points earned)      Teacher: Piper Riddle  
Percentile Rank:      Grade: 4  
 National Aggregate Norms: 1      School: Evidence-Based Learning  
 Evidence-Based Learning Norms: Less Than 1      District: Canyons School District  
**Recommended enVisionMATH Instructional Level: Intervention**

 Relative Strength\*      
  Relative Weakness\*\*

Item #	Skill Assessed	Performance	Accuracy (% correct of attempted)	Pearson Instructional Resources Instructional resources available for related skill		
				enVisionMATH *For each lesson, see Teacher's Edition, Lesson Part 4: Close/Assess and Differentiate		focusMATH
				Corresponding Lesson	Related Lesson	Intensive Intervention Lessons
Number and Operations						
2	Use mental math to add	Incorrect	0%	2-1		
4	Subtract mixed numbers	Incorrect		11-4		
5	Use mental math to add	Incorrect		2-1		
8	Compare numbers	Incorrect		1-3		Gr 4 Bk B, Step 1-2
13	Problem solving/Use reasoning	Incorrect		6-4		
15	Identify parts of a set	Incorrect		10-1		Gr 4 Bk B, Step 2-2
18	Identify place value	Incorrect		1-1		Gr 4 Bk B, Step 1-1
20	Estimate a difference	Incorrect		2-2		
22	Write the word form of a number	Incorrect		1-1		
24	Convert decimals to fractions	Incorrect		12-3		Gr 4 Bk B, Step 3-4
26	Use 10 as a factor	Incorrect		3-6		Gr 4 Bk A, Step 2-2
27	Identify the parts of a region	Incorrect		10-1		Gr 4 Bk B, Step 2-1
28	Understand that multiplication and division are inverse operations	Incorrect		4-2		Gr 4 Bk A, Step 4-2
30	Convert fractions to decimals	Incorrect		12-3		Gr 4 Bk B, Step 3-5
Algebra						
7	Find a numeric pattern	Incorrect	0%	15-5		
9	Use the Distributive Property	Incorrect		3-4		Gr 4 Bk A, Step 3-3
16	Find a geometric pattern	Incorrect		15-5		
17	Balance equations	Incorrect		18-1		
21	Find a numeric pattern	Incorrect		15-5		
25	Balance equations	Incorrect		18-1		
Geometry						
6	Write a numeric expression	Incorrect	0%	6-1		
10	Identify perpendicular lines	Incorrect		9-1		Gr 3 Bk C, Step 1-3
19	Identify ordered pairs	Incorrect		17-4		
Measurement						
3	Measure length in inches	Incorrect	0%	16-1		
11	Converting units of time	Incorrect		16-9		
12	Read a thermometer	Incorrect		16-11		
Data Analysis and Probability						
1	Interpret data from a bar graph	Incorrect	0%	17-2		
14	Subtract decimals	Incorrect		13-4	13-3	
23	Determine probability	Incorrect		20-3		
29	Determine outcomes	Incorrect		20-2		

Correct, incorrect and skipped items are considered attempted.

\*Solved more items correctly in this domain than would be expected for a student with the same total score.

\*\*Solved fewer items correctly in this domain than would be expected of a student with the same total score.

**Student Instructional Planning Report**  
**Mathematics Concepts and Applications (M-CAP)**

**Student:** Leslie Allen      **Spring** 2010-2011  
**M-CAP Spring Score:** 0 (points earned)      **Teacher:** Piper Riddle  
**Percentile Rank:**      **Grade:** 5  
**National Aggregate Norms:** 1      **School:** Evidence-Based Learning  
**Evidence-Based Learning Norms:** Less Than 1      **District:** Canyons School District  
**Recommended enVisionMATH Instructional Level:** Intervention

 **Relative Strength\***      
  **Relative Weakness\*\***

Item #	Skill Assessed	Performance	Accuracy (% correct of attempted)	Pearson Instructional Resources Instructional resources available for related skill		
				enVisionMATH *For each lesson, see Teacher's Edition, Lesson Part 4: Close/Assess and Differentiate		focusMATH
				Corresponding Lesson	Related Lesson	Intensive Intervention Lessons
Number and Operations						
2	Identify place value	Incorrect	0%	1-1		
5	Compare fractions	Incorrect		9-5		Gr 4 Bk B,Steps 2-5 and 2-6
7	Write the standard form of a number	Incorrect		1-1		
10	Identify the parts of a region	Incorrect		9-1		Gr 5 Bk B,Step 2-1
11	Find the quotient	Incorrect		5-6	5-5	Gr 5 Bk A,Step 5-3
13	Estimate sums with money	Incorrect		2-3	2-2	
16	Round whole numbers	Incorrect		2-2		
17	Compare fractions	Incorrect		9-5		Gr 4 Bk B,Steps 2-5 and 2-6
18	Find the fraction of a number	Incorrect		11-1		
21	Identify place value	Incorrect		1-3	1-1	
22	Solve multiple-step problems	Incorrect		2-8		
24	Round whole numbers	Incorrect		2-2		
25	Solve multiple-step problems	Incorrect		7-9	2-8	G 5 Bk B,Step 2-2
28	Find the greatest common factor	Incorrect		9-6	4-7	Gr 5 Bk B,Step 2-5
Algebra						
4	Solve multiplication equations	Incorrect	0%	15-2	15-1	
8	Solve multiplication equations	Incorrect		15-2	15-1	
20	Find a numeric pattern	Incorrect		1-5		
27	Evaluate expressions	Incorrect		6-2		
30	Apply the order of operations	Incorrect		6-5		
Geometry						
19	Identify ordered pairs	Incorrect	0%	17-2		
23	Find the area of a rectangle	Incorrect		12-4		Gr 5 Bk C,Step 3-2
26	Find the perimeter of a region	Incorrect		12-3		Gr 5 Bk C,Step 2-4
Measurement						
3	Find elapsed time	Incorrect	0%	14-6		
6	Find elapsed time	Incorrect		14-6		
29	Measure length in centimeters	Incorrect		12-2		Gr 5 Bk C,Step 2-3
Data Analysis and Probability						
1	Interpret data from a bar graph	Incorrect	0%	18-2		
9	Find the mean	Incorrect		18-7		
12	Find the mean, median, and mode	Incorrect		18-7,18-8		
14	Find possible outcomes	Incorrect		20-1		
15	Interpret circle graphs	Incorrect		18-6		

Correct, incorrect and skipped items are considered attempted.

\*Solved more items correctly in this domain than would be expected for a student with the same total score.

\*\*Solved fewer items correctly in this domain than would be expected of a student with the same total score.

**Student Instructional Planning Report**  
**Mathematics Concepts and Applications (M-CAP)**

Student: Laura Grzymkowski      Spring 2010-2011  
 M-CAP Spring Score: 0 (points earned)      Teacher: Piper Riddle  
Percentile Rank:      Grade: 6  
 National Aggregate Norms: 1      School: Evidence-Based Learning  
 Evidence-Based Learning Norms: Less Than 1      District: Canyons School District  
**Recommended enVisionMATH Instructional Level: Intervention**

 **Relative Strength\***      
  **Relative Weakness\*\***

Item #	Skill Assessed	Performance	Accuracy (% correct of attempted)	Pearson Instructional Resources Instructional resources available for related skill		
				enVisionMATH *For each lesson, see Teacher's Edition, Lesson Part 4: Close/Assess and Differentiate		focusMATH
				Corresponding Lesson	Related Lesson	Intensive Intervention Lessons
Number and Operations						
2	Compare numbers	Incorrect	0%	1-2		Gr 4 Bk B,Step 1-2
3	Compare fractions	Incorrect		10-3		Gr 4 Bk B,Step 2-6
5	Identify the parts of a region	Incorrect		5-4		Gr 6 Bk A,Step 2-1
9	Identify place value	Incorrect		1-1		
11	Compare decimals and fractions	Incorrect		10-3	1-2,1-6	Gr 4 Bk B,Step 4-5
16	Identify place value	Incorrect		1-1		
18	Estimate decimal sums	Incorrect		3-1		
20	Compare and order fractions	Incorrect		10-3	1-2,1-6	Gr 4 Bk B,Step 2-8
21	Estimate the sum of whole numbers	Incorrect		3-1		
22	Find the greatest common factor	Incorrect		5-3		Gr 6 Bk A,Step 2-4
24	Represent percentages as fractions	Incorrect		14-2		
25	Write improper fractions as mixed numbers	Incorrect		6-3		Gr 6 Bk A,Step 2-3
28	Round a decimal	Incorrect		3-3		
Algebra						
1	Solve multiplication equations	Incorrect	0%	4-4	4-1	Gr 6 Bk C,Step 5-3
6	Find a numeric pattern	Incorrect		3-2		
10	Solve a two-step equation	Incorrect		15-1	4-2,4-4	
14	Find least common multiples	Incorrect		7-2	5-1	
15	Write algebraic expressions	Incorrect		2-1		
23	Write algebraic expressions	Incorrect		2-1		
27	Apply the order of operations	Incorrect		2-3		Gr 6 Bk C,Step 4-2
Geometry						
8	Identify angle measurements in a triangle	Incorrect	0%	11-4	11-2	Gr 3 Bk C,Step 2-9
19	Identify parts of a circle	Incorrect		11-6		
Measurement						
4	Choose appropriate units of measurement	Incorrect	0%	16-2		Gr 5 Bk C,Step 2-3
13	Convert metric units of length	Incorrect		16-2	16-1	
17	Convert customary units of weight	Incorrect		16-1		
26	Choose appropriate units of measurement	Incorrect		16-2		Gr 5 Bk C,Step 2-3
Data Analysis and Probability						
7	Interpret data from a bar graph	Incorrect	0%	19-1		
12	Find combinations	Incorrect		20-2	20-1	
29	Find the mean	Incorrect		19-5		

Correct, incorrect and skipped items are considered attempted.

\*Solved more items correctly in this domain than would be expected for a student with the same total score.

\*\*Solved fewer items correctly in this domain than would be expected of a student with the same total score.